

Wyoming Public Schools 4thGrade Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	I can solve word problems that take more than one step using adding, subtracting, multiplying, or dividing, and I can check if my answer makes sense.	Your child is learning to solve multi-step word problems using addition, subtraction, multiplication, and division, sometimes interpreting remainders, and checking answers with estimation or mental math.
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	I can read and write large numbers in digits, words, and expanded form, and compare them using $>$, $=$, and $<$.	Your child is learning to read and write multi-digit whole numbers in three ways: (1) base-ten numerals (4,582); (2) number names (four thousand five hundred eighty-two); and (3) expanded form ($4,000 + 500 + 80 + 2$)
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	I can quickly and correctly add and subtract big numbers using the standard method.	Your child is learning to quickly and accurately add and subtract large numbers using the standard step-by-step method taught in school.
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I can multiply big numbers by a one-digit number and multiply two two-digit numbers using strategies like place value, arrays, and area models.	Your child is learning to multiply large numbers by breaking them apart, using multiplication rules, and showing their work with arrays or area models.
4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular	I can divide numbers up to four digits by a one-digit number, find the answer and the remainder, and show my work with equations, arrays, or area models.	Your child is learning to divide numbers up to four digits by a one-digit number, find the answer and remainder, and show their work with equations, arrays, or area models.

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arrays, and/or area models.		
4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	I can explain why two fractions are equal by showing that multiplying the top and bottom by the same number makes an equivalent fraction.	Your child is learning that multiplying the top and bottom of a fraction by the same number makes an equal fraction, and they use models to see why.
4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	I can add and subtract fractions by joining or separating parts of the same whole.	Your child is learning that adding fractions means putting parts of the same whole together, and subtracting fractions means taking parts away from the same whole.
4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	I can add and subtract mixed numbers with the same bottom number by turning them into fractions or using what I know about how addition and subtraction work.	Your child is learning to add and subtract mixed numbers that have the same denominator. They can do this by changing the mixed numbers into fractions or by using number properties and the relationship between addition and subtraction.
4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	I can solve word problems by adding or subtracting fractions with the same denominator, using pictures or equations to help me.	Your child is learning to solve word problems that involve adding and subtracting fractions with the same denominator. They use visual fraction models and equations to represent and solve the problems.
4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	I can write fractions with 10 or 100 on the bottom as decimals, and I can find them on a number line.	Your child is learning to write fractions with denominators of 10 or 100 as decimals. For example, they can show that $62/100$ is the same as 0.62 , describe a length as 0.62 meters, and locate 0.62 on a number line.
4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and	I can solve word problems using graphs and charts about measurement.	Your child is learning to solve problems using graphs and charts about measurement.

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problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		
4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	I can use area and perimeter formulas to solve problems about rectangles.	Your child is learning how to find area and perimeter of rectangles and apply these skills to every day problems.